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ABSTRACT

A study of rural community colleges in Minnesota and Michigan was conducted to determine to what extent the colleges were fulfilling their stated purposes, whether Minnesota's centralized state community college system is as responsive to community needs as Michigan's decentralized system, and the major criteria identified by community college presidents in these states as representing quality in a rural community college. The study population consisted of 48 community leaders (i.e., school district superintendents, high school principals, Rotary or Kiwanis presidents, and on-sight managers from major employers). Study findings based on a 100% response rate, included the following: (1) 62% of the Rotary/Kiwanis presidents and business leaders and 33% of principals viewed community college education as the beginning of a four-year college education, while 33% of the principals described their community college as a school offering both liberal arts and vocational education; (2) all of the superintendents and principals reported being asked about their local community college at least monthly; (3) direct mail and newspapers were perceived as the best source of information about the local college; (4) three of the four college presidents contacted indicated that the most important criterion for determining quality at their college was the attitude of teaching staff towards students; and (5) the Minnesota community leaders were more positive and supportive of their local community college than were the Michigan community leaders. The survey instruments are included. (RO)

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MICHIGAN and MINNESOTA

Measuring the Quality of Rural Michigan and Minnesota Community Colleges as Perceived by Community Leaders

by

Roger W. Boughton

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A Study Endorsed and Supported by the
Council of North Central Community and Junior Colleges

JC 860 302

MEASURING THE QUALITY OF RURAL MICHIGAN AND MINNESOTA COMMUNITY COLLEGES AS PERCEIVED BY COMMUNITY LEADERS

BY

ROGER W. BOUGHTON

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February 1985

TABLE OF CONTENTS

I. INTRODUCTION 1

Rational for the study 1
The Scope of the study 1

II. REVIEW OF THE LITERATURE 2

Need for Community Colleges 2
History of Michigan Community Colleges 2
History of Minnesota Community Colleges 3

III. DESIGN OF THE STUDY 4

Statement of the Problem 5-6
Research Questions 7
Population and Sample 8
Source of Data 9
Methods of Analyzing the Data 10

IV. REPORT OF THE FINDINGS 10-11

Analysis of the Data 10
Community Leader Responses to Biographical Portion of the Questionnaire 11
Community Leader Responses to Attitudinal Portion of the Questionnaire 11

V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS 23-24

Summary 23
Discussions of the Findings 23
Recommendations for Further Study 24
Concluding Remarks 24

LIST OF TABLES 32-33

REFERENCES 34

APPENDIX A: Instrumentation 35
APPENDIX B: Communications 42
APPENDIX C: President's Questionnaire 45

INTRODUCTION

Higher Education has come upon critical times. After a sustained period of strong growth in the 1970's, population demographics indicate that enrollments are about to decline. Dimishing financial resources, declining enrollments and a sharp focus on quality of education are issues that are surfacing. The American phenomenon of the community college is being scrutinized and evaluated as never before. Difficult questions are being asked. Is the community college an approciate method of delivering education both as to cost and quality? Can the rural community college, often isolated from significant financial and population resources, compete in the educational marketplace?

Even though there is a sizable body of literature about the community college (Clark, 1960; Gleazer, 1963; Cosand, 1979; Cohen, 1982; Mosier, 1983; Atwell, 1983; Vaughan, 1983), many areas of uncertainty about the community college and it's place in higher education remain. The specific area of concern for this study is the meaning of quality as it relates to rural community colleges in both Minnesota and Michigan.

Before conducting an investigation of the important factors defining criteria for excellence, the need for community colleges and their place in higher education in both Michigan and Minnesota has to be established. This could best be done through a historical examiniation of the junior and community college movement in both states. Also, no analysis of public two-year colleges would be complete without considering the state system of which they were a part.

The history of Michigan's community colleges began in the late

1800's. A number of educators, with President Henry P. Tappan of the University of Michigan as cheif advocate, thought that strong high schools should add the thirteenth and fourteenth year to their program.

This early beginning of adding the thirteenth and fourteenth year to high schools in Michigan was initiated in Saginaw by East Side High School. The experiment ended after a brief attempt. However, the seed for an extended high school had been planted and in 1914 the Grand Rapids Board of Education established Grand Rapids Junior College. Grand Rapids Junior College was the first of what later was to become twenty-nine public junior and community colleges in the state of Michigan.

As Michigan emerged from a predominately rural population to an industrial one, the pattern of educational development slowly changed. The new colleges began to be formed around county and/or intermediate (secondary) school districts (Morsch 1971). Academic programs also changed with the times with vocational-technical and adult education making considerable progress in the overall academic program of the college. This change in philosophy is illustrated (Morsch, 1971) in a United Auto Workers of America-General Motors (UAW/GM) contract that specifically called for the support of occupational training at the college level for union members. Unique to Michigan was the practice of offering two-year technical programs at four-year schools.

Minnesota's community colleges' early history was not unlike Michigan's. Junior colleges in Minnesota originally were operated and developed by local school districts (Gerber, 1971). The junior college was regarded as a part of secondary education rather than of higher education. All of the early development of junior colleges in Minnesota

took place in the outstate or rural school districts.

In 1963 the State Legislature created the Minnesota Junior College Board with the power to establish a system of 15 state junior colleges, with five in the metropolitan area. The legislation provided the communities that had junior colleges an opportunity to have the state take over the locally operated junior colleges. It was obvious, for purposes other than better education, that local school boards would seize the opportunity to cut local expenditures by asking the state to operate their colleges. And that is what happened. Within twelve months all of the local school boards that had junior colleges had petitioned the state to operate their college. The 1965 State Legislature changed the law to provide for 17 junior colleges, with five in the metropolitan area. The 1967 Legislature added Minneapolis as a junior college site, making six for the metropolitan area.

It is interesting to note that in 1945 the State Legislature approved a bill allowing local school districts in Minnesota to establish post-secondary vocational-technical schools. Thus, developed the seperation of post-high school non-baccalaureate education into distinct and uncoordinated systems in Minnesota. Today, there is an extensive 33-vocational technical school network that has been established as well as an eighteen-campus community college system. Duplication is a significant problem in that nine community colleges are located within the same communities as vocational technical institutes with missions that are similar.

To understand the criteria for measuring quality in rural Michigan and Minnesota Community Colleges, this study was designed to deal with the problem of quality from two different perspectives. First, a review of the literature was undertaken to present factors which define quality or excellence. Secondly, an analysis was completed on the perceptions and attitudes held by community leaders from within selected community college districts in both Michigan and Minnesota.

THE STATEMENT OF THE PROBLEM

Rural Michigan and Minnesota community colleges are faced with three important questions. First, to what extent were they in fact, measuring up to the purposes stated? Second, is a centralized state community college system, as is represented by Minnesota, as responsive to community needs as a decentralized system such as Michigan's where decisions are made at the local level. Third, what are the major criteria identified by Michigan and Minnesota Community College Presidents as representing quality in a rural community college? The correct answer to the above questions could help determine the proper allocation of local, state and federal funds for equalization of educational opportunities and the college meeting the educational needs of the community. For this reason, the study analyzed the perceptions of community leaders towards the community college and the possible impact these perceptions have on the quality of the community college.

Jerrilee Mosier in her study entitled "Criteria for Excellence of Community Colleges as Perceived by Local Community Leaders" identified from the literature four categories of criteria for measuring quality in higher education: input criteria; student/institutional involvement criteria; output critieria; and institutional/departmental characteristics.

As Mosier suggests, the traditional criteria of graduate degrees, generated research, library volumes and entrance exams of entering students really do not lend themselves to the community college as a whole or rural community colleges in particular. A report recently

released by the National Institute of Education, entitled, "Involvement in L-rning: Realizing the Potential of American Higher Education", also attacked the traditional measures of excellence. Such measures the report stated "encourage institutions to focus their energies on acquiring more resources, sometimes to the detriment of student learning and development." Specifically, it said that excellence required; "that institiutions of higher education produce demonstratable improvements in student knowledge, capacities, skills, and attitudes between entrance and graduation. That these demostratable improvements occur within established, clearly expressed, and publicly announced and maintained standards of performance and that these improvements are acheived efficiently."

It is clearly a point of fact that higher education in the United States is vastly different today from what it was 40 years ago when the traditional criteria were established. Thus, the traditional methods of measuring excellence clearly, are no longer appropriate or desirable.

Today, our private colleges, public universities, technical schools and community colleges enroll 12 million students. The diversity of the student population is as diverse as the country's demographics. More than half of all enrolled undergraduates are women, one out of every six undergraduates represents a minority group and two out of every five undergraduates are over the age of 25. Fewer than three in five undergraduates are attending college fulltime. Traditional methods of measuring excellence with such a diverse higher education population are no longer appropriate.

DESIGN OF THE STUDY

RESEARCH QUESTIONS

One major objective of the study was to analyze attitudes and opinions of community leaders and to determine what relationship these attitudes and opinions had on the quality of rural Michigan and Minnesota community colleges. The data were gathered from a group of community leaders at four rural community colleges located within Michigan and Minnesota. The information was reported and compared as it related to and answered the following questions:

1. Do the attitudes about education at the community college and how it relates and compares to other types of higher education, as expressed by community leaders, differ between Michigan and Minnesota?

2. Do the attitudes about financial support, costs to attend, and efficiency of the local community college, as expressed by community leaders, differ between Michigan and Minnesota?

3. Do the attitudes about career education, as expressed by community leaders, differ between Michigan and Minnesota?

4. Do the attitudes about the availability and quality of the programs offered at the community college, as expressed by community leaders, differ between Michigan and Minnesota?

5. Do the attitudes about the community college meeting the needs of the community, as expressed by community leaders, differ between Michigan and Minnesota?

These research questions were designed to provide information about the community leaders and their expressed attitudes and opinions about education in general and Minnesota and Michigan rural community colleges in particular.

POPULATION AND SAMPLE

Forty-eight community leaders served as the subjects of the study which included two of the nine rural Michigan community colleges located in the lower peninsula of Michigan and two of the ten rural community colleges in Minnesota.

Criteria for sample selection

The samples for the community leaders for the study were controlled by employing specific criteria in the selection stage. Each individual to be included in the study had to be one of the follwoing:

1. a superintendent of a K-12 public school district;
2. a principal of a public high school;
3. a Rotary or Kiwanis president;
4. on-site managers from the two largest employrs from within the college district.

The criteria used to define community leadership had been made explicit by limiting the sample to be studied to specific community leaders. The President's of the local colleges in the sample supplied the names and addresses of the community leaders. Useable responses were received from forty-eight respondents representing 100 percent response rate (Table 1 and 2).

Table 1

Percent of Responses by Community Leaders to Questionnaire by Community College

COLLEGE	N	R	%
West Shore Community College	12	12	100
Glen Oaks Community College	12	12	100
Austin Community College	12	12	100
Itaska Community College	12	12	100
TOTAL	48	48	100%

TABLE 2

Percent of Responses by Community Leaders to Questinnaire by Community Leader Category

COMMUNITY LEADER TYPE	N	R	%
Superintendent	16	16	100
Principals	16	16	100
Rotary/Kiwanis	8	8	100
Business	8	8	100
TOTAL	48	48	100%

SOURCE OF DATA

Data were collected by mailed questionnaires (see appendix A) to the selected community leaders in four of the nineteen rural community college districts in the lower peninsula of Michigan and the state of Minnesota. Four of the community college districts were chosen so that the sample would represent more than twenty percent of the rural Michigan and Minnesota community colleges.

The questionnaire method was used for two reasons. First, it would have been difficult to interview each community leader in the study due to the large number of respondents in dispersed geographic locations. Secondly, the use of a mailed questionnaire to the home provided confidentiality to the respondent.

METHODS OF ANALYSING THE DATA

Analysis of census-type factual data (Part A)

Descriptive statistics were used to analyze the data gathered by the census-type questions on the questionnaire. Data were placed in categories by college and community leaders with frequency and percent of respondents computed.

Analysis of attitudes and opinions (Part B and C)

The F analysis of variance was used for questions one through thirty-two in Part B and questions 14 through 17 in Part C to compare significant differences between Michigan and Minnesota community leader attitudes. The variables were also placed in categories by colleges to compare means between colleges. (Tables 14-18).

REPORT OF THE FINDINGS

The questions used to develop the Community Leadership Attitude Questionnaire (see Appendix A) were designed around four areas: personal characteristics; familiarity with the college; sources of information

whether used or obtained to know more about the college; and community leader attitudes about the local college.

The attitude portion of the questionnaire, grouped together in clusters, was designed to investigate community leadership attitudes in five areas: quality of education at the community college and how it relates and compares to other types of higher education; staff and facilities; career education; availability and quality of programs offered; and meeting the needs of the community.

A biographical profile of the community leaders

Business leaders at 45.0 years, as depicted in Table 3, had the highest average age and had the largest family (3.62 children). Rotary/Kiwanis Presidents have lived in the area longest (10 years).

Glen Oaks community leaders, as reported in Table 4, had the greatest number of children (3.63) and were the oldest on average at 45.5 years. Itaska community leaders have lived in the area (8.8 years) the longest.

Table 3

MEANS OF SELECTED VARIABLES FOR COMMUNITY LEADERS BY COMMUNITY LEADER CATEGORY

Variable	Community Leader Category			
	Superintendents (n=16) $\bar{x}$	Principals (n=16) $\bar{x}$	Rotary (n=8) $\bar{x}$	Business (n=8) $\bar{x}$
Age	43.50	39.70	41.00	45.00
Number of Children	2.93	2.81	3.37	3.62
Years lived in area	8.75	8.75	10.00	6.25
Educational level	17.87	17.82	16.48	16.62

Table 4

MEANS OF SELECTED VARIABLES FOR COMMUNITY LEADERS BY COMMUNITY COLLEGE

Variable	Community College			
	Itaska C.C. (N=12) $\bar{x}$	Austin C.C. (N=12) $\bar{x}$	West Shore C.C. (N=12) $\bar{x}$	Glen Oaks C.C. (N=12) $\bar{x}$
Age	43.30	41.00	39.30	45.50
Number of Children	3.07	2.58	3.08	3.63
Years lived in area	8.80	8.75	5.40	6.35
Educational level	17.38	17.82	17.66	17.44

Familiarity with the college

As presented in Table 5, sixty-two percent of the Rotary/Kiwanis Presidents and business leaders viewed the community college as the

beginning of a four-year college. Superintendents, on the other hand, described their community college as a school offering both liberal arts and vocational classes (fifty percent). Thirty-three percent of the Principals perceived their community college is the beginning of a four year college. A like number (thirty-three percent) of the principals perceived their community college as being a liberal arts and vocational school.

Table 5

ITEMS SELECTED BY COMMUNITY LEADERS AS DESCRIPTIVE OF THEIR LOCAL COMMUNITY COLLEGE BY COMMUNITY LEADER CATEGORY

	Community Leader Category							
Item	Superintendent		Principal		Rotary		Business	
	f	%	f	%	f	%	f	%
Continuation of high school	0	0	0	0	0	0	0	0
Transition from high school to college	2	12.5	3	20.0	2	25.0	1	12.5
Beginning of four year college	6	37.5	5	33.3	5	62.5	5	62.5
Liberal Arts college	0	0	1	6.7	0	0	0	0
Vocational training school	0	0	1	6.7	0	0	0	0
Trade school	0	0	0	0	0	0	0	0
Liberal arts/vocational school	8	50.0	5	33.3	1	12.5	2	25.0
Didn't respond	0	0	0	0	0	0	0	0
TOTAL	16	100%	16	100%	8	100%	8	100%

Sources and frequency with which information about the college is asked.

Superintendents and principals were asked by the general public most frequently, while Rotary/Kiwanis Presidents were least frequently asked about educational matters (Table 6). This is not surprising since Rotary/Kiwanis Presidents are not in a related occupation.

The single best source of information about the local community college is presented in Table 7. Of the community leaders, 37.5 percent of the Superintendents ranked direct mail as the single best source of information available about the college. In comparison, 37.5 percent of the Rotary/Kiwanis Presidents and 37.5 percent of the business leaders ranked other people as the single best source of information available about the local community college. Principals (43.8 percent) ranked the local newspaper as the best source of information about their community college. As a result of the study, college administrators, when planning promotional campaigns, tax levys or enrollment recruitment efforts would be more productive by using direct mail and the newspaper as the medium for delivering their message. It appears that television and magazines have little impact on rural community leader attitudes.

Table 6

The Persistence With Which Community Leaders Are Asked Information About The College By Frequency And Percentage As Reported By Community Leader Category

	Community Leader Category							
	Superintendent		Principal		Rotary		Business	
Persistence	f	%	f	%	f	%	f	%
Daily	2	12.5	3	18.8	0	0	0	0
Weekly	6	37.5	7	43.8	1	12.5	3	37.5
Monthly	8	50.0	6	37.5	1	12.5	4	50.0
Yearly	0	0.0	0	0.0	5	62.5	0	0.0
None	0	0.0	0	0.0	1	12.5	1	12.5
Total	16	100%	16	100%	8	100%	8	100%

Table 7

The Best Source Of Information About The Local Community College By Frequency And Percentage As Reported By Community Leader Category

	Community Leader Category							
	Superintendent		Principal		Rotary		Business	
Source	f	%	f	%	f	%	f	%
Direct Mail	6	37.5	4	25.0	1	12.5	2	25.0
Magazine	0	0.0	0	0.0	0	0.0	0	0.0
Radio	0	0.0	0	0.0	2	25.0	0	0.0
Newspaper	5	31.3	7	43.8	2	25.0	2	25.0
Television	1	6.3	0	0.0	0	0.0	0	0.0
Other People	1	6.3	1	6.3	3	37.5	3	37.5
Community College Staff	3	18.8	4	25.5	0	0.0	1	12.5
Total	16	100%	16	100%	8	100%	8	100%

Presidents' ranking of criteria for determining quality of public community colleges in Minnesota and Michigan.

As reported in Table 8, three out of the four college presidents indicated that the most important criteria for determining quality at their college was the attitude of the teaching staff towards the students. Two college presidents gave the second most important criteria as the bond between college and community. These criteria are supported by a study recently released by the Study Group on the Conditions of Excellence in American Higher Education. It is noteworthy that the four college presidents sampled all held similar views as to what constitutes quality at their home institution. Of further interest is that the criteria used to judge quality has little to do with the skills and aptitiude that students bring to the institution. Quality, as perceived by community college presidents, is that special relationship between instructor and student and college and community.

Table 8

Comparison of the Top Criteria
On Determining Quality of Public Rural Community
Colleges in Michigan and Minnesota as Perceived
by College Presidents

STATEMENT	Colleges			
	Itaska C.C.	Austin C.C.	West Shore C.C.	Glen Oaks C.C.
Attitudes of teaching staff towards students	1	2	1	1
Bond between college and community	2	3	2	
Academic standards		1		4
Community outreach	4		3	
Faculty morale				2
Financial resources				3
Accessibility of instructors	3			
% who find employment			4	
% who transfer		4		

1 = Top Rank in Criteria

Community leader responses to attitudinal portions of the questionnaire

Minnesota community leaders, at the .05 level of significance, perceived their community college more favorable than Michigan community leaders when comparing their own local community college to other community colleges and state universities within the state (Table 9). They seemed to feel that their own community college was as good or better than other community colleges or state universities within the

state. Community leaders in Minnesota also responded more favorably than Michigan community leaders when comparing their college to the major university within the state.

Table 9

Differences in Community Leader Attitudes about the Quality of Education in Comparison to Other Types of higher Education by State

STATEMENT	By State: $\bar{X}$ for Minnesota c. college (n=24)	$\bar{X}$ for Michigan c. college (n=24)	F
The quality of your area community college in relationship to the 1st two years of the U.of M.	3.16	3.87	9.87*
The quality of your area community college in relationship to other community colleges within the state.	2.50	3.0	10.18*
The quality of your area community college in relationship to the 1st two years of a State University within the state.	3.04	3.43	4.60*
The quality of your area community college, in relationship to the 1st two years of an education at a private college.	3.54	3.96	1.124

1 = much better 2 = better 3 = about the same
4 = somewhat worse 5 = much worse
* F significant at pl. .05.

As reported in Table 10, Minnesota community leaders, in comparison to Michigan community leaders, indicated at the .05 level of significance that community college teaching staff seem to be well trained and current in their field. Table 12 reports, at the .05 level of significance, that Minnesota community leaders were in greater agreement than Michigan community leaders that the quality of instruction at the community college is adequate and that the community college program seems to be well developed and produces good students.

Table 13, indicates that Minnesota community leaders were in more agreement at the .05 level of significance than Michigan community leaders that local high school students seem to know a great deal about the local community college. Minnesota community leaders, as identified in Table 13, also indicated strongly that courses offered at the college are a true reflection of community needs. However, Michigan community leaders did agree that their colleges work closely with industry, offer courses in the evening, classes are scheduled at times that are convenient and that the college is interested in the vitality of the area.

Table 10

Differences in Community Leader Attitudes about Staff and Facilities by State

STATEMENT	By State: $\bar{X}$ for Minnesota c. college (n=24)	$\bar{X}$ for Michigan c. college (n=24)	F
The faculty of the college participate in community functions and organizations.	3.79	3.54	3.11
Local college officals are not readily available to discuss the community college.	1.50	1.54	0.00
There seems to be a great deal of harmony between the college administration and community.	4.00	3.87	0.46
The community college teaching staff seems to be well trained and current in their field.	3.95	3.62	4.167*
Most faculty at community college are employed fulltime.	3.65	3.33	1.29
Most instructors at the community college are accessible to students outside the classroom.	3.66	3.45	1.42
Faculty morale at the community college appears to be high.	3.66	3.45	1.83
The campus and buildings are architecturaly pleasing.	4.17	3.91	0.50
The shop and/or lab facilities are adequate.	3.70	3.54	0.65

5 = strongly agree 4 = agree 3 = neutral 2 = disagree
1 = strongly disagree
* F signifcant at pl. .05

Table 11

Differences in Community Leader Attitudes about Career Education by State

	State		
STATEMENT	$\bar{X}$ for Minnesota c. college (n=24)	$\bar{X}$ for Michigan c. college (n=24)	F
Community college education is helpful in getting a job today.	4.167	4.29	0.496
An educated person can advance more rapidly in business and industry.	4.75	4.62	1.17
Job training programs are not available at the local community college.	2.00	2.04	0.015
The local community college is doing an adequate job in providing vocational education.	3.54	3.29	1.10
The local community college and industry work closely in training employees.	3.58	3.70	0.29
A student who graduates from the community college can easily find employment.	3.26	3.16	0.23
Our community college should offer more occupational courses than liberal arts.	2.70	2.95	0.37

5 = strongly agree 4 = agree 3 = neutral
2 = disagree 1 = strongly disagree

Table 12

Differences in Community Leader Attitudes About *Availability and Quality of the Programs Offered at* the Community College by State

STATEMENT	State: $\bar{X}$ for Minnesota c. college (n=24)	$\bar{X}$ for Michigan c. college (n=24)	F
Our local community college offers many programs and courses in the evenings.	4.16	4.33	0.16
The community college has a good reputation.	4.12	3.87	1.056
Courses taken at the community college are not useable when the student transfers to a four-year college or university.	1.66	1.83	0.93
There are ample courses and programs available for women at the local community college.	3.60	3.45	0.23
Classes at the community college are scheduled at times that are convenient for most people.	3.87	4.12	2.27
Quality of instruction at the community college is adequate.	3.95	3.79	3.77*
The community college has high academic standards.			
Each year there are a great many new programs and courses being introduced at the community college.	2.91	2.83	0.67
Good counseling is readily available at the community college.	3.62	3.58	0.22
The community college program seems to be well developed and produces good students.	4.25	3.75	5.35*

5=strongly agree 4=agree 3=neutral 2=disagree 1=strongly disagree
* F significant at pl. .05.

Table 13

Differences in Community Leader Attitudes about the College meeting the Needs of the Community, costs to attend, and students completing Programs at the Local Community College by State

STATEMENT	State		
	$\bar{X}$ for Minnesota C. College (N=24)	$\bar{X}$ for Michigan C. College (N=24)	F
The community college is interested in the vitality of the area.	4.41	4.45	0.11
Costs to attend the local community college are excessive and prevent many from attending.	1.66	1.75	0.02
Local high school students seem to know a great deal about our community college.	3.70	3.25	3.92*
The courses offered at the community college are a true reflection of community needs.	4.00	3.41	9.54*

5=strongly agree 4=agree 3=neutral 2=disagree 1=strongly disagree
* F significant at pl. .05.

Summary, conclusions and recommendations

This investigator entered the study surmising that a decentralized, entrepreneurial, locally controlled community college system would be more favorably evaluated by its community leaders than a state centralized system. It was assumed that a state system would be less responsive to community needs. The results of the study strongly

indicate otherwise. In most cases, the Minnesota community leaders were more positive and supportive of their local community college than were the Michigan community leaders.

In retrospect, the procedures used and the results obtained were satisfactory for a preliminary study. Use of an attitudinal questionnaire was an efficient means of gathering data.

However, several directions for further study can be recommended. Among these are:

1. The study revealed many differences in community leader attitudes between Minnesota and Michigan. Therefore, a larger sample of community colleges within the state would be appropriate to see if similar results are obtained.

2. Because public two-year college environments differ according to region, a comparable study could be pursued involving community leaders in the midwest, west, east, south, and southwest.

3. A study involving both rural and urban community colleges could be conducted in an attempt to see if there are differences in attitudes toward the community college based on population.

In conclusion, the overwhelming positive aspect of the study is that the majority of community leaders feel extremely positive about the rural community college whether it be a centralized state system or a locally controlled, independently run college. They view the rural community college as an important component in delivering educational services whether they be in Minnesota or Michigan. Community leaders see the rural community college as having a good reputation and high quality, and they regard the college program well developed and producing good students. If we can judge from the opinions and attitudes of community and institutional leaders, the future for the community college

phenomenon looks bright.

Table 14

Differences in Community Leader Attitudes About the Quality of Education in Comparison to other types of Higher Education by College

STATEMENT	COLLEGES			
	Itaska c.c. (n=12) $\bar{x}$	Austin c.c (n=12) $\bar{x}$	West Shore c.c. (n=12) $\bar{x}$	Glen Oaks c.c. (n=12) $\bar{x}$
The quality of your area community college in relationship to the 1st two years of the U. of M.	3.00	3.00	3.83	3.90
The quality of your area community college in relationship to other community colleges within the state.	2.33	2.66	2.83	3.18
The quality of your area community college in relationship to the 1st two years of a state university.	3.16	2.91	3.33	3.54
The quality of your area community college, in relationship to the 1st two years of an education at a private college.	3.50	3.58	3.50	3.90

1=much better 2=better 3=about the same 4=some what worse 5=much worse

Table 15

Differences in Community Leader Attitudes
About Staff and Facilities by College

STATEMENT	COLLEGES			
	Itaska c.c. (n=12) $\bar{x}$	Austin c.c. (n=12) $\bar{x}$	West Shore c.c. (n=12) $\bar{x}$	Glen Oaks c.c. (n=12) $\bar{x}$
The faculty of the college participate in community functions & organizations.	4.16	3.41	3.75	3.33
Local college officials are not readily available to discuss the community college.	1.41	1.58	1.50	1.58
There seems to be a great deal of harmony between the college adminstrator and community.	4.14	3.81	4.00	3.75
Most faculty at the college are employed full time.	3.75	3.54	3.08	3.58
Most instructors at the community college are accessible to students outside the classroom.	4.00	3.33	3.16	3.75
Faculty morale at the community college appears to be high.	3.91	3.41	3.50	3.41
The campus and buildings are architecturaly pleasing.	3.75	4.63	4.50	3.33
The shop and/or lab facilities are adequate.	3.66	3.75	3.41	3.66

5 = strongly agree 4 =agree 3 = neutral 2 = disagree
1 = strongly disagree

Table 16

Differences in Community Leader Attitudes About Career Education by College

STATEMENT	COLLEGES			
	Itaska c.c. (n=12) $\bar{x}$	Austin c.c. (n=12) $\bar{x}$	West Shore c.c. (n=12) $\bar{x}$	Glen Oaks c.c. (n=12) $\bar{x}$
Community college education is helpful in getting a job today.	3.91	4.41	4.50	4.08
An educated person can advance more rapidly in business and industry.	4.75	4.75	4.50	4.75
Job training programs are not available at the local community college.	2.16	1.83	1.91	2.16
The local community college is doing an adequate job in providing vocational education.	3.50	3.58	3.08	3.50
A student who graduates from the community college can easily find employment.	3.16	3.36	3.25	3.08
Our community college should offer more occupational courses than liberal arts.	3.08	2.33	3.00	2.91

5 = strongly agree 4 = agree 3 = neutral 2 = disagree
1 = strongly disagree

Table 17

Differences in Community Leader Attitudes About Availability and Quality of the Programs Offered at the Community College by College

STATEMENT	COLLEGES			
	Itaska c.c. (n=12) $\bar{x}$	Austin c.c. (n=12) $\bar{x}$	West Shore c.c. (n=12) $\bar{x}$	Glen Oaks c.c. (n=12) $\bar{x}$
Our local community college offers many programs and courses in the evening.	4.16	4.16	4.16	4.50
The community college has a good reputation.	4.00	4.25	3.83	3.91
Courses taken at the community college are not useable when the student transfers to a four year college or university.	1.58	1.75	1.75	1.91
There are ample courses and programs for women at the local community college.	4.08	3.91	3.91	4.16
Classes at the community college are scheduled at times that are convenient for most people.	3.75	4.00	4.16	4.08
Quality of instruction at the community college is adequate.	4.00	3.90	3.83	3.75
The community college has high academic standards.	3.50	3.72	3.58	3.33
Each year there are a great many new programs & courses being introduced at the community college.	2.83	3.00	3.00	2.66
Good counseling is readily available at the community college.	3.66	3.58	3.50	3.66

The community college program seems to be well developed and produces good students.	4.08	4.41	3.83	3.66
The college has an adequate remedial program for those students needing additional help.	3.58	3.50	3.25	3.25

5 = strongly agree 4 = agree 3 = neutral 2 = disagree
1 = strongly disagree

Table 18

Differences in Community Leader Attitudes
About Meeting the Needs of the Community,
Costs to attend and students Finishing Programs at the
Local Community College by College

STATEMENT	COLLEGES			
	Itaska c.c. (n=12) $\bar{x}$	Austin c.c. (n=12) $\bar{x}$	West Shore c.c. (n=12) $\bar{x}$	Glen Oaks c.c. (n=12) $\bar{x}$
The community college is interested in the vitality of the area.	4.58	4.25	4.50	4.41
Costs to attend the local community college are excessive and prevent many from attending.	1.75	1.58	1.83	1.66
Local high school students seem to know a great deal about our community college.	3.66	3.75	3.25	3.25
The courses offered at the community college are a true reflection of community needs.	4.00	4.00	3.50	3.33
Most students who begin at the local community college finish their program.	3.58	3.54	3.33	3.25

5 = strongly agree 4 = agree 3 = neutral 2 = disagree
1 = strongly disagree

Table 19

Comparison of Headcount Enrollment at Public Rural Community Colleges in Michigan and Minnesota for the 1984 Fall Term

INSTITUTION	TOTAL STUDENTS ENROLLED FALL TERM 1984
Itaska Community College	1131
Austin Community College	983
West Shore Community College	1078
Glen Oaks Community College	1300

LIST OF TABLES

Table		Page
1.	Percent of Responses by Community Leaders to Questionnaire by Community College	9
2.	Percent of Responses by Community Leader to Questionnaire by Community Leader Category	9
3.	Means of Selected Variables for Community Leaders by Community Leader Category	12
4.	Means of Selected Variables for Community Leaders by Community College Category	12
5.	Items Selected by Community Leaders as Description of Their Local Community College by Community Leader Category	13
6.	The Persistence with Which Community Leaders are Asked Information About the College by Frequency and Percentage as Reported by Community Leader Category	15
7.	The Best Source of Information About the Local Community College by Frequency and Percentage as Reported by Community Leader Category	15
8.	Comparison of the Top Four Criteria on Determining Quality of Public Rural Community Colleges in Michigan and Minnesota as perceived by College Presidents	17
9.	Differences in Community Leader Attitudes About the Quality of Education in Comparison to Other Types of Higher Education by State	18
10.	Differences in Community Leader Attitudes About Staff and Facilities by State	20
11.	Differences in Community Leader Attitudes About Career Education by State	21
12.	Differences in Community Leader Attitudes About Availability and Quality of the Programs Offered at the Community College by State	22

13. Differences in Community Leader Attitudes About the College Meeting the Needs of the Community, Costs to Attend, and Students Completing Programs at the Local Community College by State 23

14. Differences in Community Leader Attitudes About the Quality of Education in Comparison to Other Types of Higher Education by College 25

15. Differences in Community Leader Attitudes About Staff and Facilities by College 26

16. Differences in Community Leader Attitudes About Career Education by College 27

17. Differences in Community Leader Attitudes About Availability and Quality of the Programs Offered at the Community College by College 28

18. Differnces in Community Leader Attitudes About Meeting the Needs of the Community, Costs to Attend and Students Finishing Programs at the Local Community College by College 30

19. Comparison of Headcount Enrollment at Public Rural Community Colleges in Michigan & Minnesota for the 1984 Fall Term 31

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APPENDIX A

INSTRUMENTATION

SURVEY OF COMMUNITY LEADERSHIP ATTITUDES
Questionnaire

1. Please indicate which of the following age groups corresponds to your age?

   1.___30 or less 3.___41-50 5.___Over 60 years
   2.___31-40 4.___51-60

2. Check the various levels of schooling you have attended.

   1.___less than high school 4.___College or University
   2.___high school 5.___Post graduate school
   3.___Community College

3. How many years have you lived in this area of the state?

   1.___Less than 1 year 3.___3 to 4 years 5.___10 to 14
   2.___1 to 2 years 4.___5 to 9 years 6.___15 +

4. Were you brought up mostly on a farm, in a town, or in a city?

   1.___Farm(0-250) 2.___Town(250-2500) 3.___City(2500+)

5. Do you consider yourself now to be:

   1.___City Dweller 2.___Rural Dweller 3.___Suburban

6. How many children do you have?

   1.___1 child 2.___2 children 3.___3 children
   4.___4 children 5.___5 or more children
   6.___None

7. What is your sex?

   1.___Male 2.___Female

8. Do you feel that you are permanently settled in this area of the state?

   1.___Yes 2.___No

9. How often on the average do people, outside your family ask you for information or your opinion on higher education matters? One or more requests or contacts per.....

   1.___Day 3.___Month 5.___None
   2.___Week 4.___Year

10. Have you taken a class at your local community college?

    1.___Yes 2.___No

11. Check the item that you think best describes what you know about your community college.

1.___A continuation of high school
2.___A transition school from high school to college
3.___The beginning of a 4 year college
4.___A liberal arts college
5.___A vocational training school
6.___A trade school
7.___A school offering liberal arts and vocational classes.

12. How many students do you think are enrolled at your community college?

1.___under 500 3.___1001-1500 5.___2501 and over
2.___501-1000 4.___1501-2500

13. Here are a few statements about your community college by those who have attended community colleges. Please mark how much you agree or disagree with each of the statements by placing a check in the appropriate box.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Community College education is helpful in getting a job today.					
2. An educated person can advance more rapidly in business and industry.					
3. Our community college should offer more occupational courses than liberal arts courses.					
4. Our local community college offers many programs and courses in the evening.					
5. The community college is interested in the vitality of the area.					
6. The faculty of the college participates in community functions and organizations.					

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
7. Job training programs are not available at the local community college.					
8. Costs to attend the local community college are excessive and prevent many from attending.					
9. The local community college has a good reputation.					
10. The local community college is doing an adequate job in providing vocational ed.					
11. Courses taken at the local community college are generally not useable when the student transfers to a 4 year college or university.					
12. Local college officials are not readily available to duscuss the community college.					
13. Local high school students seem to know a great deal about our c. college.					
14. There are ample courses & programs for women at the local c. college.					
15. Classes at the c. college are scheduled at times that are convenient for most people.					
16. The local c. college & industry work closely in training employees.					

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
17. There seems to be a great deal of harmony betwen the college administrators and community.					
18. Quality of instruction at the c. college is adequate.					
19. The campus and buildings are architecturally pleasing.					
20. The courses offered at the c. college are a true reflection of community needs.					
21. Most students who begin at the local c. college finish their program.					
22. The c. college has high academic standards.					
23. A student graduating from the c. college in a technical program can easily find employment.					
24. Most faculty at c. college are employed full time.					
25. Each year there are a great many new programs and courses being introduced at the c. college.					
26. Good counseling is readily available at the c. college.					
27. Most instructors at the c. college are accessible to students outside the classroom.					
28. Faculty morale at the c. college appears to be high.					

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
29. The c. college program seems to be well developed and produces good students.					
30. The c. college teaching staff seem to be well trained and current in their field.					
31. The shop and/or lab facilities are adequate.					
32. The college has an adequate remedial program for those students needing additional help.					

Please check (✓) appropriate response for the following questions

14. Do you feel that the quality of your area community college in relationship to the 1st two years of the U. of M is;

1.___much better than the University
2.___better than the University
3.___about the same as the University
4.___some what worse than the University
5.___much worse than the University

15. Do you feel that the quality of your area community college in relationship to other community colleges within the state is;

1.___much better than other community colleges
2.___better than other community colleges
3.___about the same as other community colleges
4.___some what worse than other community colleges
5.___much worse than other community colleges

16. Do you think the quality of your area community college in relationship to the 1st two years of a state university within the state is;

1.___much better than other state universities
2.___better than other state universities
3.___about the same as other state universities
4.___somewhat worse than other state universities.
5.___much worse than other state universities.

17. Do you feel that the quality of your area community college, in relationship to the 1st two years of an education at a private college is;

1.___much better than other private colleges
2.___better than private colleges
3.___about the same as private colleges
4.___somewhat worse than other private colleges
5.___much worse than other private colleges.

18. To whom would you go if you had a question about education?

1.___Spouse
2.___Neighbor
3.___Children
4.___P.T.A.
5.___Community leaders
6.___Elected officials
7.___Community College Officials

19. From which of the following sources of news do you hear the most valuable information about your local community college? (Check top source)

1.___Direct mail
2.___Magazine
3.___radio
4.___Newspaper
5.___Television
6.___Other people
7.___Communty College Staff
8.___Other sources

20. Would you like a 2-3 page summary of the findings of this survey?

1.___Yes 2.___No

I do realize that you will need my name and address so that non-respondents can be contacted and that all information will be kept confidential.

THANK YOU

Dr. Roger W. Boughton
3525 Salerno Court #6
Middleton, Wisconsin 53562
(608) 836-7179

Endorsed and Supported by the Council of North Central Community and Junior Colleges

APPENDIX B

COMMUNICATIONS

Dr. Roger W. Boughton
3525 Salerno Court #6
Middleton, Wisconsin 53562

January 8, 1985

Dear Friend:

You have been selected by President of Community College, to participate in a study endorsed and supported by the Council of North Central Community and Junior Colleges.

An evaluation of the factors influencing and measuring quality in our rural community colleges is of upmost importance and especially at this point in time in their development.

Data can only be obtained with the cooperation of community leaders such as yourself. Your perceptions of your local community college are needed for this important project to be successful. Would you take just 5 minutes to complete the questionnaire?

When completed, please return in the enclosed envelope. Return postage is provided.

The study report will contain no identification of individuals, thus your confidentiality is guaranteed. Your name appears on the questionnaire only so that non-respondents can be contacted. If you prefer that your name not appear on the questionnaire, please remove the address label.

Thank you for your time and cooperation.

Sincerely,

Roger W. Boughton
Project Director

Dr. Roger W. Boughton
3525 Salerno Court #6
Middleton, Wisconsin 53562

January 1985

Dear Friend:

This second questionnaire is mailed in case the first did not reach you or was mislaid.

This data will provide valuable information as to the factors influencing quality at your community college and other community colleges throughout Michigan. A lack of participation from you may cause a bias in the results, thus the study recommendations will not reflect reality. If the report is to accurately represent the experiences of community leaders, such as yourself, your response is needed.

Thank you for your time and cooperation.

Sincerely,

Roger W. Boughton
Project Director

APPENDIX C

PRESIDENT'S QUESTIONNAIRE

COMMUNITY LEADER QUESTIONNAIRE

1. Please provide the names and addresses of each community leader within your community college district.

a) Superintendent of K-12 public schools (any four)

name:_____ name:_____
school:_____ school:_____
address:_____ address:_____
city:_____ city:_____
state & zip_____ state & zip:_____

name:_____ name:_____
school:_____ school:_____
address:_____ address:_____
city:_____ city:_____
state & zip_____ state & zip:_____

b) Public High School Principal (any four)

name:_____ name:_____
school:_____ school:_____
address:_____ address:_____
city:_____ city:_____
state & zip_____ state & zip:_____

name:_____ name:_____
school:_____ school:_____
address:_____ address:_____
city:_____ city:_____
state & zip_____ state & zip:_____

c) Rotary and Kiwanis Presidents: (any two)

name:_____ name:_____
address:_____ address:_____
city:_____ city:_____
state & zip_____ state & zip:_____

d) Corporate on-site managers from the two largest employers within the college district and/or selected leaders identified by the College President.

name:_____ name:_____
title:_____ title_____
company:_____ company:_____
address:_____ address:_____
city:_____ city:_____
state & zip_____ state & zip:_____

2. Your present headcount enrollment for fall?_____

BEST COPY AVAILABLE

BEST COPY AVAILABLE

e) Please rank (1 to 22) the following criteria as to their importance in determining quality of a community college. (22 being most important and 1 being least important.)

_____community outreach
_____faculty morale
_____drop out rate of 1st year students
_____academic standards
_____curricula coherence
_____type and amount of staff development
_____% who transfer
_____% who find employment
_____ratio of part time to full time faculty
_____accessibility of instructors outside the classroom
_____number of new courses and programs offered
_____classroom and shop facilities
_____laboratory facilities
_____general condition and appearance of the building & grounds
_____attitude of teaching staff towards students
_____class size relative to the type of course
_____student services; placement and counseling
_____learning resource center
_____financial resources
_____bond between college and local business
_____remedial programs
_____bond between college and community

3. Yes, I will permit Roger W. Boughton to use my name in his letter of introduction to the community leaders, signed:_____
President

Please note: permission is being requested to use your name in the introductory letter. By using your name in the letter a higher response rate can be expected from the questionnaire. I'll share with you a copy of the introductory letter before it is sent to the community leaders from within your community college district.

THANK YOU FOR ANSWERING THE QUESTIONNAIRE

Please return to:

Roger W. Boughton
2205 SW 10th Ave.
Austin, Minnesota 55912
(507) 437-7331

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JUL 11 1986
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